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ABSTRACT

The Indiana University of Pennsylvania (IUP)/Spring Hill Commission at the Indiana University of Pennsylvania, described in this report, was formed in response to a nationwide movement to improve and upgrade the quality of teacher education. Sixteen individuals were selected from the ranks of professors, students, and administrators to function as the IUP/Spring Hill Commission. This commission deliberated on strengths and weaknesses in teacher education at IUP and produced a set of standards of exactly what education at IUP should emphasize. These standards address the following: professional development; professional preparation of teachers; mastery of knowledge; governance and resources. They deal with preservice teachers, faculty, and organization and coordination. The ultimate purpose of this commission is to rededicate professionals to teacher education as a major important issue at IUP. On an interim basis, this ongoing project has resulted in numerous partnership agreements with public schools in various urban and rural settings. Closer collaboration between all of the various colleges which make up the university is one result of the project. A glossary of terms is appended. (Author/SM)

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IUP Spring Hill Commission for the Improvement of Teacher Education

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

Abstract: The IUP/Spring Hill Commission was formed at Indiana University of Pennsylvania in response to a nationwide movement to improve and upgrade the quality of teacher education. Sixteen individuals were selected from the ranks of professors, students and administrators to function as the IUP/Spring Hill Commission.

This commission deliberated on strengths and weaknesses in teacher education at IUP and produced a set of standards of exactly what education at IUP should emphasize. These standards address: quality and effectiveness; including professional preparation of teaching; increasing demand on new teacher for subject competence; governance and organization.

The ultimate purpose of this commission is to rededicate ourselves to teacher education as one of the major important issues at Indiana University of Pennsylvania.

Introduction:

Spring term, culminating in a set of final recommendations for standards for the education of teachers, specifically designed for IUP. Once these standards are approved by the provost, the president, and relevant governing bodies, the commission will initiate stage three, the development of an action plan, during the 1989 Spring Semester.

Even though the university continues to be lauded for preparing excellent teachers in a large number of certification areas, the nature of the institution has changed grammatically in recent decades, as have the nature of the schools and the modes for preparing teachers. We hope, therefore, that this report of the commission will be the first step in developing a model program for the education of teachers into the twenty-first century.

A number of words are used in a special way in this report. They are defined in the glossary at the end of this document.

STANDARDS FOR TEACHER EDUCATION AT IUP

The term standards, as defined by the commission, refers to the measure of quality that governs a program of studies designed for the education of teachers. The commission believes that standards of excellence pertaining to the

education of teachers must be defined beyond the simple completion of a prescribed number of credit hours. The following standards for the education of teachers, consequently, are divided into five categories:

(1) Professional development

(2) Professional preparation of teachers

(3) Mastery of knowledge

(4) Governance

(5) Resources

Category One

Professional Development

All IUP faculty must have professional development opportunities to improve their teaching effectiveness, including:

(1) access to detailed examples of effective teaching,

(2) assistance from a peer observation process conducted in privacy and confidence consistent with the collective bargaining agreement,

(3) opportunities to observe a variety of approaches to teaching,

(4) assistance from professional support persons in the design of tools for instruction and evaluation.

All teacher education faculty and cooperating teachers must

be involved in partnerships that promote:

(1) mutual development of effective teaching and modeling of effective teaching in their classrooms,

(2) regular meetings to discuss approaches to teaching and supervision of students,

(3) state-of-the-art approaches to curriculum development and pedagogy,

(4) shared responsibility for the mentoring of teacher education students,

(5) shared responsibility for professional development.

IUP teacher education programs must provide leadership and commitment for teacher development in basic education which include:

(1) models for new teacher induction,

(2) models and training in assessment methods for determining teaching effectiveness,

(3) development of strategies for innovative in-service education,

(4) service for the improvement of curriculum and program development in basic education,

(5) ongoing research partnerships on effective teaching between the university faculty and teachers in basic education,

(6) opportunities for teacher education faculty to have continuing teaching experience in basic education.

Category Two

Professional Preparation of Teachers

Professional preparation of preservice teachers must involve three areas: learning/developmental theory, pedagogy, and field experiences.

Learning/developmental theory and pedagogy courses:

(1) must be based on research pertaining to teaching.

(2) must enable preservice teachers to teach from a multicultural perspective.

(3) must enable preservice teachers to be knowledgeable of the nature of human exceptionality and skillful in the teaching of the atypical learners who may be a part of the mainstream in our schools.

(4) must enable preservice teachers to utilize a repertoire of teaching strategies appropriate to a variety of different learning styles.

(5) must enable preservice teachers to manage a classroom effectively.

(6) must enable preservice teachers to understand the behavior and motivation of their students.

Field Experiences:

(1) must be sequential, moving from observation to participation to active teaching.

(2) must be coordinated so that students have opportunities for experience in rural, suburban, and urban settings.

(3) must be planned and coordinated with coursework to insure that teacher education students enter their field experiences with the necessary skills and reach specific outcomes.

(4) must include experience in each discipline and at each level of certification.

(5) must be supervised by teacher education faculty from IUP.

(6) must also be supervised by cooperating teachers who have a philosophy of teaching consistent with current research on teaching in their fields, model good teaching, have continuing professional development, are committed to working with preservice teachers, and have been prepared by IUP for this specific role.

Category Three

Mastery of Knowledge

Teacher education programs at IUP:

(1) must require preservice teachers in secondary education departments to have subject matter courses with the same academic rigor as other majors in those departments.

(2) must require secondary education preservice teachers to complete a sequence of courses comparable to a full academic major.

(3) must require elementary, early childhood, and special education preservice teachers to have subject matter courses that are as rigorous as courses taken by university students outside teacher education.

(4) must require preservice teachers in elementary, early childhood, and special education departments to complete content courses before enrolling in related methodology courses.

(5) must require preservice teachers in elementary and early childhood education to complete a concentration in a specific content area.

Category Four

Governance

Preparation of teachers will continue to be a part of the duties of the departments both within and outside the College of Education. However, the education of teachers:

(1) must be supported in the mission statement in each department involved in the education of teachers. This mission statement, then, must be the basis for an appropriate distribution of resources of the department,

(2) must insure that adequate faculty positions have been assigned to the education of teachers when the department has teacher education as part of its mission. Persons recruited as faculty must have adequate content mastery, appropriate degrees, and teaching experience in basic education,

(3) must insure evaluation of teacher education faculty by peers that include teacher educators.

The university-wide governance structure for teacher education:

(1) must include a process that fosters communication among all faculty involved in the education of teachers by establishing an appropriate structure for the governance of programs,

(2) must create opportunities and funding for inter-college collaboration among IUP faculty as they strive to maintain high standards in educational research and teacher education curriculum development.

(3) must require all departments in the professional education of teachers to involve the dean of the College of Education as well as the dean of the College of that department in program development and faculty selection.

(4) must require that all teacher education faculty meet minimum preparation criteria.

(5) must provide clearly defined programs of study for the following: undergraduate preservice teachers, post-baccalaureate preservice teachers, and others seeking additional certification.

Category Five

Resources

The priority for support for IUP teacher education programs:

(1) must ensure that faculty with proven expertise in field experience supervision be selected for that role.

(2) must provide support for departments involved with teacher education to allocate faculty positions in

anticipation of increases in the number of preservice teachers.

(3) must examine the adequacy of number and availability of administrative and support persons involved with teacher education programs.

(4) must be adequate to provide appropriate funds for travel necessary for high-quality supervision of field and clinical experiences.

APPENDIX

Glossary of Terms

In attempting to assist the reader, the commission offers this brief compilation of terms to promote common understanding:

basic education - formal process of instruction, early childhood education through twelfth grade

commission - an officially appointed group whose responsibilities include assessment, the hearing of testimony, the establishment of standards, and the reporting of recommendations and guidelines

cooperating teachers - instructional personnel in basic education who cooperate in the provision of preprofessional, field-based experiences for preservice teachers

exceptional learners - pupils who differ significantly from others in mental, sensory, or communication abilities; in behavior; or in physical characteristics

faculty - university instructional personnel

multicultural education - formal education that promotes the worth and significance of all cultural heritages

pedagogy - the art, science, and profession of teaching

field-based experiences - learning experiences gained in basic education settings

post-baccalaureate preservice teachers - teacher education students with a previously earned bachelor's degree

undergraduate preservice teachers - teacher education students seeking their first bachelor's degree

teachers - instructional personnel at all levels in basic education

teacher educators - university faculty directly involved in the teaching of pedagogy

Background: This commission takes its name from a meeting which was held by a group of college and university presidents at Spring Hill Conference Center in Minnesota.

Dr. Donald Kennedy, president of Stanford University stated that our nation depends more critically than ever before on the quality of "what" and "how" we teach our children. We perceive a national emergency; an emergency rooted not in the failure of our schools, but in the revolution of expectations about what our schools must accomplish. Ultimately, all of the major dimensions of our national life - security, economic growth, human welfare, social stability, cultural achievement - are linked to the improvement of our educational enterprise. The question is, how can we help share this problem? It is not an easy task. It will require us to be more informed about the needs of our schools and communities. It will require us to address our shortcomings. Only if we are seriously committed to the improvement of teaching in our own houses can we speak convincingly about the importance of high quality teaching in the school.

Description of the Project: The target population to be affected by this report includes: the total population at Indiana University of Pennsylvania; the surrounding social, and educational areas in the state; national and international employers of our graduates.

The staffing of this project was primarily from IUP with consultants from many parts of the country including state and national professional associates.

The funding for this project was from IUP's budget.

The Report:

Spring Hill Commission

STANDARDS REPORT

BACKGROUND

The IUP Spring Hill Commission[1] was formed by President Welty during January 1988, in consultation with the University Senate and local APSCUF leadership, and was charged with examining the education of teachers at the university. The commission takes its name from a national meeting of college and university presidents who met at the Spring Hill convention center in Minnesota in November, 1987, to discuss concerns about the need to upgrade commitment to the education of teachers. As it began to

address its charge, the commission acknowledged the reputation for high quality that the teacher preparation programs at IUP have maintained for over a century. Even though the University continues to be lauded for preparing excellent teachers in a large number of certification areas, the nature of the institution has changed dramatically in recent decades, as has the nature of the schools and the modes for preparing teachers.

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[1] A number of words are used in a special way in this report. They are shown in bold face type as they appear in the text and are defined in the glossary at the end of this document.

Therefore, as its initial act, the commission concluded that its responsibility was three-fold, the first and second stages of which have been satisfied to date:

Stage 1: the identification of standards for a high quality teacher education program,

Stage 2: the discussion and reformulation of those standards by the University community, and,

Stage 3: the development of an action plan to guide the education of teachers at the University in the future.

In an attempt to identify standards for an exemplary preparation program for teachers, the commission was involved in extensive discussion during the 1988 Spring Semester. To facilitate that discussion, the commission examined the professional literature pertaining to high quality in teacher education, it listened to the formal addresses and informal discussions of leading teacher educators especially those who presented at the IUP Teacher Education Reform Symposium (April 14-15, 1988), and it scrutinized the taped presentations of other leaders in the field who could not be invited to campus. The preliminary report presented a suggested set of standards for the education of teachers at IUP.

Continuing its work during the 1988 Fall Semester, the commission solicited suggestions regarding the education of teachers on campus from university faculty, students, and administrators, both by way of written remarks and open forum. Additionally, the commission also requested comments from educators in basic education, representatives of the Pennsylvania State Department of Education and the major teachers' unions in Pennsylvania as well as other interested persons.

The commission believes that IUP needs a written guide for the education of teachers. This report has been prepared as the next step in developing model programs for the education of teachers to lead us into the twenty-first century.

COMMISSION MEMBERS

John Butzow, Co-Chairperson

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STANDARDS FOR PREPARATION OF TEACHERS AT IUP

The commission believes that standards of excellence pertaining to the education of teachers must be defined beyond the simple completion of a prescribed number of credit hours. The following standards for the education of teachers, consequently, are divided into three categories:

(1) Preservice Teachers

(2) Faculty

(3) Organization and Coordination

Category One: Standards for Pre Professional Education (Preservice Teachers)

Preparation of preservice teachers must include five areas, four grouped together in a broad area as knowledge competence, and a fifth area of field experiences. Knowledge competence includes general knowledge and understandings of an educated person (mastery of liberal studies knowledge), as well as knowledge and understanding about the content to be taught (mastery of academic specialization knowledge), about the learner (developmental theory), and about teaching (learning theory and pedagogy). Course work in learning theory, developmental theory, and pedagogical theory should precede practical course work in pedagogy. Field experiences should continue to be distributed throughout the preservice teacher's course of study to ensure continuous opportunity to integrate classroom learning with observation of classrooms and teaching experience. The student teaching experience should involve preservice teachers in continuing study of developmental, learning, and pedagogical theories, as well as content knowledge. The commission believes that excellent teachers need to have a broad grasp of theory and research as they approach the classroom. At the same time, teaching is recognized as an art. The

following standards are intended to help IUP teacher educators who ground their approaches to the art of teaching in a thorough understanding of both the time honored and recent theoretical developments in teaching in their subjects.

A. Liberal Studies

1. Each program for the education of preservice teachers at IUP will be in full compliance with the liberal studies requirements. [1][2]

B. Content Area - Academic Specialization

Each program for the education of preservice teachers at IUP will:

1. require preservice teachers to complete an academic major which meets the standards of the appropriate professional associations.[2]
2. require preservice teachers to experience academically rigorous courses throughout their degree program.[3]
3. require preservice teachers to complete appropriate content courses before enrolling in related methodology courses.[4]

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[2] Each of the standards are numbered separately in square brackets throughout the remainder of the document.

4. require preservice teachers in elementary education to complete an academic concentration outside the major.[5]

C. Learning Theory and Pedagogy:

Each program for the education of preservice teachers at IUP will include courses which:

1. are based on research pertaining to teaching and human learning.[6]
2. enable preservice teachers to teach in multicultural settings.[7]
3. enable preservice teachers to use a variety of strategies to evaluate student performance.[8]
4. enable preservice teachers to be knowledgeable of the nature of human exceptionality and skillful in the teaching of atypical learners.[9]
5. enable preservice teachers to utilize a repertoire of teaching strategies and styles appropriate to the variety of learning styles exhibited by students.[10]
6. enable preservice teachers to understand the behavior and motivation of their students.[11]
7. provide preservice teachers with a systematic approach to the observation of teaching.[12]
8. introduce preservice teachers to professional organizations and encourage participation in those organizations as the basis for continued professional growth.[13]

9. foster the development of preservice teachers' oral and written communication skills.[14]
10. provide preservice teachers with an understanding of professional decorum.[15]

D. Developmental Theory

Each program for the education of preservice teachers at IUP will include courses which:

1. are based on research pertaining to major theoretical perspectives of human development.[16]
2. enable preservice teachers to manage a classroom effectively, utilizing positive guidance methods which support student self-esteem and student growth as well as self-control in children and/or adolescents.[17]
3. enable preservice teachers to be knowledgeable about the developmental process of typical and atypical children and/or adolescents.[18]
4. provide for development of sensitivity of the preservice teacher toward students and their needs.[19]

E. Field Experiences

Each program for the education of preservice teachers at IUP will include field experiences which:

1. are sequential, moving from observation to participation to active teaching.[20]
2. are coordinated so that students have opportunities available for experience in all three common school settings (rural, suburban, and urban) in regular and special environments.[21]
3. are planned and coordinated with course work to ensure that teacher education students enter their field experiences with the necessary skills to enable them to reach specific outcomes.[22]
4. include experience in each certification area of the preservice teacher's preparation.[23]
5. are supervised by teacher education faculty from IUP from the relevant certification track.[24]
6. are supervised by cooperating teachers who have been carefully recruited for the purpose and are professionally supported by IUP in their role as cooperating teachers.[25]

Category Two: Standards for Professional Development of Teacher Education Faculty and Cooperating Teachers (Faculty)

A. Faculty Professional Development

IUP faculty should have professional development opportunities to improve their effectiveness including:

1. access to detailed, graphic examples of effective teaching and opportunity to upgrade their content background.[26]
2. assistance from a peer observation process conducted in privacy and confidence consistent with the collective bargaining agreement.[27]
3. opportunities to observe a variety of approaches to teaching.[28]
4. assistance from professional support persons in the design of tools for instruction and evaluation.[29]

B. Teacher Education Faculty

IUP teacher education programs must provide an opportunity for teacher education faculty and cooperating teachers to be involved in partnerships that promote:

1. mutual development of effective teaching and modeling of effective teaching in their classrooms.[30]
2. regular meetings to discuss approaches to teaching and supervision of preservice teachers.[31]
3. cooperative approaches to teacher education program development.[32]
4. shared responsibility for the mentoring of preservice teachers.[33]
5. continuing professional development.[34]

C. Partnership with Schools

IUP teacher education programs must provide leadership and commitment for teacher development in basic education. University leadership and commitment should include:

1. models for induction of new teachers.[35]
2. models for and training in assessment methods for determining teaching effectiveness.[36]
3. development of strategies for innovative in-service education.[37]
4. service for the improvement of curriculum and program development in basic education.[38]

5. ongoing research partnerships on effective teaching between the university faculty and teachers in basic education.[39]
6. opportunities for teacher education faculty to have continuing professional experience in basic education.[40]

Category Three: Organization and Coordination

Standards for Organization and Coordination of Teacher Education Programs

A. College and Departmental Responsibilities

Preparation of teachers will continue to be a part of the responsibilities of the departments both within and outside the College of Education. However, each college and department involved in teacher education should:

1. provide in its mission statement support for the education of teachers. This mission statement, then, will be the basis for an appropriate distribution of resources.[41]
2. ensure a sufficient number of faculty positions have been assigned to the education of teachers when the department has teacher education as part of its mission. Persons recruited as

teacher education faculty must have adequate content mastery, appropriate degrees, and certification and professional experience in basic education.[42]

3. ensure an appropriate and adequate evaluation of each teacher education faculty member in that role.[43]

B. Governance Structure

The university-wide governance structure for teacher education will:

1. include a process that ensures cooperation among all faculty involved in the development and maintenance of educational programs for teachers.[44]
2. create opportunities and funding for interdisciplinary and interdisciplinary collaboration among IUP faculty as they strive to maintain high standards in educational research and teacher education curriculum development.[45]
3. provide clearly defined programs of study for the following: undergraduate preservice teachers, post-baccalaureate preservice teachers, and others seeking additional certification.[46]

4. identify the human and material resources needed for the implementation and maintenance of the standards in this document.[47]
5. involve the dean of the college of education in an advisory capacity in the selection of teacher education faculty being hired outside of the college of education.[48]

Results: This is an on going project. On an interim basis, this project has resulted in numerous partnership agreements with public schools in various settings both urban and rural.

A unusual interest in education is apparent at IUP due to this project. Closer collaboration is now resulting between all of the various colleges which make up the total university.

Conclusions: This project has been an extremely worth while endeavor. Many groups, agencies, and people are working together to achieve an improvement in an already outstanding teacher preparation institution.

Other teacher education institutions may find it to be first as worthwhile.

A broader finding base may be necessary for other colleges or universities engaging in such a task.